CO-OPERATIVE EVALUATION AND DEVELOPMENT OF SCHOOL SYSTEMS:

A MANUAL FOR IMPLEMENTATION

Regional Services Division
Ministry of Education
1983

CONTENTS

2 Introduction
3 A Brief Outline of the CEDSS Model
4 A Brief History of the CEDSS Model
5 The Operational Stages of the CEDSS Model
5 Evaluation Component
6 1. Initiation
8 2. Internal Evaluation
12 3. External Evaluation
13 4. Co-operative Review Meeting
13 5. Final Evaluation Report
14 Development Component
14 6. Analysis and Response
16 7. Implementation
16 8. Incorporation

17 Appendix A: The Format of the Reports
19 Appendix B: Role Descriptions
30 Appendix C: Procedures for Building the External Evaluation Team
31 Appendix D: Proposed Time Line for the Evaluation Component
32 Selected Bibliography

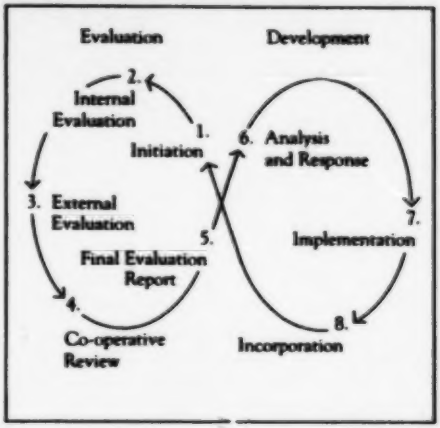
INTRODUCTION

In the last decade Ontario educators have been paying considerable attention to the related areas of accountability and controlled change in the educational system. As a culmination of the experience gained through ten years of study, the ministry has developed the Co-operative Evaluation and Development of School Systems (CEDSS) model. The implementation of CEDSS in a school system will assist trustees, educators, and the community in addressing the accountability issue and will provide information on the strengths and weaknesses in the educational system. In addition, it will provide a basis for effective decision-making and the development of appropriate follow-up activities. This manual has been prepared for the use of all personnel who will be involved in the evaluation and development of a school system.

The CEDSS model has three primary goals:
- to provide reliable information so that achievements may be more clearly perceived;
- to collect information that will provide the basis for effective decision-making; and
- to provide guidance for system planning so that existing strengths can be reinforced and activities that will lead to positive change developed.

Underlying the CEDSS model are the following seven basic principles, which are recommended to all users:
- *Involvement.* Anyone who may be affected by the evaluation and development processes should be integrally involved in them.
- *Communication.* In order that maximum benefits may be derived from the evaluation and development processes, effective communication should be maintained among all participants.
- *Self-evaluation.* Sound evaluation practices should include opportunities for self-evaluation.
- *Co-operation.* Since all members of the community, at whatever levels of authority and function, are concerned with the quality of education, all levels should be involved in the evaluation and development processes.
- *Comprehensiveness.* An evaluation and development model must recognize all of the related components that operate within the school system.
- *Continuity.* Evaluation and development processes must be continuous so that information, assessment, and decisions can emerge at any stage.
- *Co-ordination.* All components of the evaluation and development model must be valid, well planned, and systematically implemented.

Figure 1: Model for the Co-operative Evaluation and Development of School Systems



A BRIEF OUTLINE OF THE CEDSS MODEL

The CEDSS model includes two major activities – evaluation and development. The basic components of the model, which are described in greater detail in the procedural section of this manual, are outlined in figure 1.

1. *Initiation.* The school board submits a resolution to the ministry expressing its wish to proceed with a co-operative evaluation. The nature of the project is then publicized and discussed in the schools and the community with the primary aim of eliciting the support and participation of individuals. This is followed by the ministry's appointment of a project co-ordinator after consultation with the chief executive officer of the board. The board then appoints an internal evaluation chairperson and designates a senior education official to assume overall local responsibility for the implementation of the CEDSS model.
2. *Internal evaluation.* An evaluation of selected areas of the educational system is conducted with the involvement of staff, trustees, students, parents, and the community.
3. *External evaluation.* An external evaluation of the same selected areas of the school system is conducted by an external evaluation team. This evaluation provides another view of the school system.

4. *Co-operative review meeting.* The chairpersons of the internal committee and the external team and their respective groups meet with the project co-ordinator to discuss areas of agreement and differences in evaluation findings.
5. *Final evaluation report.* Using the internal and the external reports and the results of the co-operative review, the project co-ordinator prepares a final report. This is then presented to the board.
6. *Analysis and response.* With the guidance of the senior board official, an analysis and response committee, representing all members of the school system, is charged with the task of analysing the final report and making recommendations for follow-up action.
7. *Implementation.* Follow-up plans are implemented under the leadership of the senior board official and with the support of a monitoring committee representing school-system personnel. These follow-up plans may include the implementation of new programs or the modification of existing programs.
8. *Incorporation.* On the basis of the information received by the monitoring committee, the senior board official makes recommendations to incorporate, cancel, or further revise the new or adapted programs.

Although the CEDSS model has clearly delineated stages, it is flexible and practical. It provides a sound basis for planning change and for identifying and conserving strength. It permits the shaping, within each stage, of organizational activities that are highly relevant to the particular characteristics of the system undertaking the evaluation project.

A BRIEF HISTORY OF THE CEDSS MODEL

For a decade the Ministry of Education has co-operated with boards of education on an optional basis in system-evaluation projects. This process was known initially as the Co-operative Evaluation of School Systems (CESS). The refined process is now known as the Co-operative Evaluation and Development of School Systems (CEDSS).

The original evaluation model involved a six-step process. On the basis of the results of two research reports and of feedback from various participants in the pilot projects, the model was revised to an eight-step process. The first five stages of the original evaluation model were retained and were complemented by a three-stage development component designed to facilitate follow-up activities.

A research study of the eleven pilot projects undertaken from 1972 to 1976 was conducted by an outside investigator and released under the title *Improving Ontario Education: An Analysis of the Co-operative Evaluation of School Systems (1972–1976)*.[1] A second study of the implementation of the co-operative evaluation system in six additional boards from 1976 to 1978 specifically addressed modifications made to the original evaluation model – variations in implementation strategies and in the reporting format. This research was published by the ministry under the title *School Systems Co-operative Evaluation Analysis: 1976–1978*.[2] Current users of the model may find the descriptions of these earlier projects useful to the design and implementation of their own evaluation projects.

1. Doris Ryan, *Improving Ontario Education: An Analysis of the Co-operative Evaluation of School Systems (1972–1976)* (Toronto: Ministry of Education, Ontario, 1976).

2. Doris W. Ryan, *School Systems Co-operative Evaluation Analysis: 1976–78*, Review and Evaluation Bulletin, vol. 1, no. 4 (Toronto: Ministry of Education, Ontario, 1979).

THE OPERATIONAL STAGES OF THE CEDSS MODEL

EVALUATION COMPONENT

The evaluation phase of the CEDSS model begins with the activities of the initiation stage and is completed with the presentation of the final evaluation report to the board. A possible time line for the completion of each stage of the evaluation phase is presented in Appendix D.

1. INITIATION

The initiation stage includes (a) the preliminary information sessions arranged by the ministry at the board's request, (b) system-awareness activities, (c) the board's resolution to participate in a co-operative evaluation and development project, (d) the ministry's response, and (e) the key leadership appointments.

a) *Preliminary information sessions.* The school board begins the initiation stage by requesting information from the ministry on the CEDSS model. A ministry representative meets with the board or its contact group to describe the nature of the model and to respond to questions regarding its implementation. In this exploratory meeting a number of communication strategies can be created to develop a broad base of awareness within the system.

b) *Activities to promote awareness within the system.* Experience to date indicates that this is a crucial phase of the initiation stage. The ultimate success of the co-operative evaluation and development project depends largely on the willingness of the individuals within the system to participate. Adequate time and preparation for communicating the nature of the project should, therefore, be a primary concern. It is important that this communication emphasize that the evaluation is to include only selected areas within the system as a whole. Both the internal and external evaluations are concerned with making objective, concurrent assessments of the effectiveness of selected aspects of the system and not with the evaluation of individuals within the system.

The following are some of the many strategies that may be used to increase awareness of the evaluation within the system and the community:

- An initiation team (see Appendix B) can be established to study the model and discuss it with school staffs, parent and community organizations, administrators, and student groups.
- An evaluation forum, at which the model is presented and discussed with those present, can be conducted for each family of schools in the system.
- The project can be explored as part of a professional activity day.
- A question-and-answer videotaped program can be circulated to all schools and to interested groups.

In some projects the major thrust of the strategies designed to effect awareness within the system and the community may take place after the board has approved the evaluation project. Regardless of the timing, the importance of laying a common groundwork of perceptions and expectations and of developing a full understanding of the model cannot be overstressed.

c) *Board resolution.* When the board has made its decision to proceed, it passes a tentative resolution to this effect and forwards a copy to the ministry's regional director of education.

d) *Ministry approval.* The ministry reviews the communication activities of the board and the availability of ministry resources, makes a decision to accept or postpone the application, and notifies the board. After receiving ministry approval, the board passes a final resolution of commitment to the implementation of the co-operative evaluation and development project.

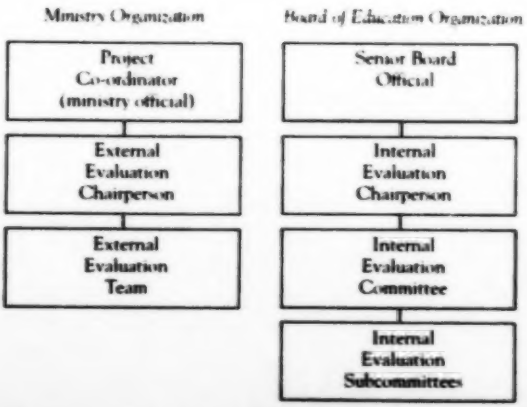
e) *Leadership appointments.* Several important leadership appointments are now made. A project co-ordinator is appointed by the ministry to assume responsibility on its behalf for the co-operative evaluation. An assistant project co-ordinator may also be appointed. Before they are finalized, these appointments are discussed with the chief executive officer of the board.

The project co-ordinator works closely with the internal evaluation chairperson throughout the project. He/she suggests possible activities and strategies; provides a link to the resources of the ministry; offers existing evaluation instruments; assists in the development of new evaluation instruments; and so on. A role description and suggested procedural schedule for the project co-ordinator and the assistant project co-ordinator are provided in Appendix B.

The board makes two appointments that are crucial to the success of the project. A senior education official of the board is given local responsibility for the implementation of the CEDSS model. A chairperson for the internal evaluation committee is also formally appointed by the board to lead and assume responsibility for the internal evaluation. Selections for this position are usually made from among middle-management personnel through open competition, with the appointee seconded from regular duties for the intensive activity period of the project. A suggested procedural schedule for the internal evaluation chairperson is included in the role descriptions section of the manual (Appendix B). In school systems in which French is the language of instruction in some schools, consideration should be given to the appointment of co-chairpersons, one English-speaking and one French-speaking.

A possible organizational structure for the implementation by a school system of the evaluation phase of CEDSS is shown in figure 2. A detailed outline of the role and function of each individual or group depicted is provided in Appendix B.

Figure 2: A Possible Organizational Structure for a Board's Implementation of the Evaluation Phase of CEDSS



2. INTERNAL EVALUATION

The internal evaluation stage provides the school system with an opportunity for self-evaluation. It includes (a) an expansion of the activities of the initiation stage to effect awareness of the evaluation within the system, (b) a determination of the areas to be evaluated, (c) the selection and orientation of the internal evaluation committee and subcommittees, (d) the gathering of data, and (e) the preparation of the internal evaluation report.

a) *Effecting awareness of the evaluation within the system.* The task of increasing awareness within the system and the community is usually assigned to the internal evaluation chairperson. The procedures employed for this purpose in the initiation stage may be expanded and intensified not only as a means of effecting greater awareness but also with a view to obtaining reactions to the project and input regarding possible areas to be evaluated.

b) *Determining areas to be evaluated.* Before the evaluation process itself can proceed, areas to be evaluated across the total system must be selected. The successful implementation of the procedures suggested for effecting awareness within the system and the community will have already yielded reactions to the project and some input regarding areas to be evaluated. The following are some specific strategies for the development of an initial list of possible areas to be evaluated:

- the polling of all levels of school system personnel and as many members of the community as time and resources permit;
- the solicitation of suggestions from the chief executive officer of the board, the chairperson of the board, and each of the formal organizations within the system;
- the invitation to parents and community members (through such means as letters, news bulletins, and newspaper advertisements) to list areas that they would like to see evaluated.

Each of these strategies will heighten awareness of and interest in the CEDSS project as well as providing an initial list of possible areas for evaluation. For the final determination of areas to be evaluated the following steps are suggested:

- An initial list of possible areas to be evaluated should be circulated. Opportunities should be provided for forum discussions of the project, and the submission of additional suggestions should be encouraged.
- The list of areas to be evaluated should be revised to include any additional suggestions made by school system personnel, parents, or community members. This revised list should then be circulated throughout the system so that individuals can rate the areas according to their perceived level of importance for inclusion in the CEDSS project.
- A new list should be formulated, based on the survey, of a specific number of the top-ranked areas to be evaluated. The final choice of areas to be evaluated is made from this list by the internal evaluation committee.

Once the list of areas to be evaluated has been established, it is communicated to personnel throughout the system and to parents and community members as a part of the continuing effort to effect awareness within the system and the community.

c) *Selecting the internal evaluation committee and subcommittees.* The internal evaluation is designed and conducted by the internal evaluation committee and the project co-ordinator. The following are some of the patterns into which the internal evaluation committee and its subcommittees can be organized:

- Single representatives from each school, the board administration, parent groups, and the support staff form the executive council of the internal evaluation committee. This executive council then establishes a series of subcommittees, which are concerned with the various areas to be evaluated (attitudes, roles, subject disciplines, and so on).
- The internal evaluation committee is made up of designated representatives of the formal organizations within the system – the various federations of teachers, supervisory officers, support-staff unions, trustees' associations, parent associations, and student councils – and the determination of subcommittees is then undertaken by the committee members.
- The internal evaluation committee chairperson – through notices or visits to all schools, parent groups, community groups, and school or system associations – calls for volunteers for the internal evaluation committee. The committee and its subcommittees are then constructed from the volunteers who emerge.

The internal evaluation committee is composed of the internal evaluation chairperson, the senior board official, the project co-ordinator, and a representative from each subcommittee. Each subcommittee is assigned one area for evaluation and includes one or more individuals directly involved in the area undergoing evaluation. Additional subcommittees with relevant interests and expertise are appointed as needed.

In large school systems that have a research director and research staff it is suggested that the research director play a major role in the evaluation project. Appendix B includes a description of a possible role for the research director.

A general orientation program to the CEDSS project is conducted by the internal chairperson in co-operation with the project co-ordinator. Workshops in specific evaluation techniques such as questionnaire development are provided as needed.

Each subcommittee is usually responsible for conducting its own data analysis. Data processing of questionnaires may be arranged by the project co-ordinator. Requests for this assistance are channelled through the internal chairperson. The final evaluation plans and data-collection procedures are approved by the internal evaluation committee.

d) *Gathering data.* A variety of data-gathering techniques are reviewed by the internal evaluation committee.

Modification of existing survey instruments or the creation of entirely new instruments and questionnaires may be necessary to fit the particular needs or characteristics of the system being evaluated. Assistance in the local development or refinement of instruments is available from the project co-ordinator in the form of in-service training in questionnaire design for members of the internal evaluation committee. The project co-ordinator is also able to provide access to the survey items used in other evaluation projects. Alternatively, the board may negotiate with the Ontario Institute for Studies in Education or with faculties of education for the development of more complex questionnaires and for other types of assistance.

The evaluation instruments available from the ministry are in four sets – system-review surveys, role-review surveys, program-review surveys, and student-achievement instruments.

i) *System-review surveys* are designed for wide distribution within the system. The instruments are used by sample populations representing teachers, students, and parents. The results provide descriptive indicators as to the state of the educational system at large, how the system feels about itself as an educational enterprise, and about education in general.

ii) *Role-review surveys* are available for four roles in the system – those of trustee, teacher, principal, and administrator. The survey form has been designed to gather some general information about the role being surveyed. Its use may be supplemented by personal interviews with a selected sample of respondents. Confidentiality is respected, and respondents are not required to identify themselves. A handbook for the use of the instruments, including alternative strategies for data gathering and suggestions about data interpretation, is available through the project co-ordinator.

iii) *Program-review surveys* are designed for use in both elementary and secondary schools and can be used at both the individual school and the system level. The original format provides a general overview of the program for any specified subject, and modifications are possible to make the surveys more specific.

The handbook *User's Guide to the Program Review Surveys for Elementary and Secondary Schools*[3] outlines the steps to be followed when the survey forms are employed and offers suggestions for adaptation. Another section of the handbook describes a framework for writing a report using data gathered from the review process.

Although questionnaires are a quick method of collecting data, they cannot gather detailed information to the extent that can be done by interviewing. The initial information assembled through the use of the three sets of review guides can be followed up with group discussions, interviews, on-site observations, and meetings to confirm or refine the data findings. Immediate feedback to personnel in the system has the potential to initiate a change in activities at the outset of the evaluation exercise.

iv) *Student-achievement data.* Until recently the CEDSS model has not included in its design any activity to secure measures of student achievement. In many jurisdictions a system analysis of existing data can be undertaken. The internal evaluation committee is encouraged to consider the inclusion of instruments from the Ontario Assessment Instrument Pool.

3. John E. Davis, *User's Guide to the Program Review Surveys for Elementary and Secondary Schools* (Toronto: Ministry of Education, Ontario, 1980).

Instruments developed for the Ontario Assessment Instrument Pool reflect the goals, aims, and objectives of selected ministry curriculum guidelines. The wide variety of assessment methods and instruments contained in the pool serves two basic functions:

- to assist program evaluation at the provincial and local levels; and
- to assist in the evaluation of student achievement at the classroom level for both formative and summative evaluation.

Instrumentation from the pool is available for use as a component of the internal evaluation.

e) *Preparing the internal evaluation report.* The internal evaluation report is prepared by the chairperson of the internal evaluation committee and is reviewed by the committee members. Each subcommittee is usually responsible for submitting to the internal evaluation chairperson a report of its evaluation. This report includes a statement of objectives, a brief account of the procedures used for the collection and analysis of data, the results of the evaluation, and any recommendations for system changes. These detailed reports assist the internal evaluation chairperson in the preparation of the internal report. The report summarizes the subcommittee findings and recommendations, and an attempt is made to place the recommendations in order of priority.

It is usual to include in the report an introductory section that describes the development of the system, the geographic area served by the board, and the social, cultural, and economic characteristics of the region. Background information on the review process, the committee organization, and the procedures used for the collection and analysis of data are also included. The last section of John Davis's *User's Guide to the Program Review Surveys for Elementary and Secondary Schools* outlines a framework for writing a report using data gathered from the review process.

To give a more complete picture of the system, the senior board official may wish to provide a section in the internal report describing the achievements of the system in the previous five years.

The internal evaluation report is filed with the project co-ordinator in sufficient quantity for use in orienting the external evaluation team to the system (except where it has been agreed that the external team is to operate in a goal-free fashion, as described under "External Evaluation" below).

f) *Funding for CEDSS projects.* Where a board negotiates an agreement with the Minister for a comprehensive co-operative school system review, the board is paid for the expenditures involved in the preparation of the internal, external, and final reports to a maximum amount as defined in the Regulations, General Legislative Grants.

The completed form "Grant for a Co-operative Evaluation and Development of School Systems Project–Internal Evaluation Report" is to be submitted after a board has completed the internal evaluation stage of the co-operative review. The form will be signed by the senior board official and submitted for approval to the regional director of education. The regional director will send a letter indicating approval to the board and forward copies of the letter and the completed forms to the Grants Services Section of the Financial Services Branch of the ministry. The board will then receive reimbursement of approved expenses up to the maximum defined by the Regulations, General Legislative Grants.

The completed form "Grant for a Co-operative Evaluation and Development of School Systems Project–External Report and Final Report" is to be completed after a board has completed the external evaluation stage of the co-operative review. The form will be signed by the senior board official and submitted for approval to the regional director of education. The regional director will send a letter indicating approval to the board and forward copies of the letter and the completed forms to the Grants Services Section of the Financial Services Branch of the ministry. The board will then receive reimbursement of approved expenses up to the maximum defined by the Regulations, General Legislative Grants.

3. EXTERNAL EVALUATION

The essential purpose of the external evaluation is to provide another view of the school system. In addition, the conclusions of the external team may provide possible solutions to problems raised but left unanswered by the internal report or may point out significant new problem areas.

Towards the end of the internal evaluation phase the project co-ordinator recruits an external evaluation chairperson and an evaluation team after consultation with the internal chairperson and the senior board official. The external team, which consists of persons with expertise relevant to the concerns expressed by the internal team and the areas to be evaluated, may include ministry staff, personnel from the Ontario Institute for Studies in Education, members of faculties of education, personnel from other school boards, and individuals external to the school system (e.g., from the business community) as appropriate. The role of the external team is described in Appendix B.

Under the leadership of the project co-ordinator and the external evaluation chairperson the external team undertakes a series of activities prior to an on-site visitation. These include a study of the report of the internal committee, a review of the areas to be evaluated, a session devoted to planning the schedule for the visit, and a discussion to orient the team to the system. Plans for visitation activities, which include staff meetings, parent interviews, classroom visits, board meetings, and so on, are reviewed, and a format of on-site activities is established. The external evaluation chairperson consults with the internal chairperson and the senior board official to determine the means to prepare the system for the team visit.

The external evaluation team spends a maximum of ten days in the school system. At least one day is devoted to the writing of the external report. The report is written from a discrepancy-analysis perspective, in that it indicates discrepancies between the observations of the external team and the information in the internal report, although new discussion areas may also be introduced. The format is usually similar to that of the internal report to facilitate comparison and later references. The completed external evaluation report is submitted to the project co-ordinator.

A variation is possible in the external evaluation stage. The internal evaluation report can be withheld from the external evaluation team. This strategy is agreed to at the beginning of the exercise. Although the information gathered in this way can give extra emphasis to many aspects of the internal report, it does raise the possibility that evaluation gaps might occur within the total evaluation.

4. CO-OPERATIVE REVIEW MEETING

The purpose of the co-operative review meeting is to give members of both evaluation teams an opportunity to review their respective findings, interpretations, and recommendations. As part of the review process, previous conclusions may be modified, and different suggestions may be made.

The co-operative review meeting is called by the project co-ordinator after the internal evaluation committee and the external evaluation team have each had an opportunity to review both the internal and the external reports. Ideally, all of the members of both the internal and the external teams participate actively in this final dialogue, in which all of the evaluation data are discussed.

The meeting should ideally take two days and should be chaired by the project co-ordinator. A number of approaches to the agenda and the conduct of the co-operative review meeting are possible. The ultimate goal of the meeting is to clarify in detail the areas of agreement and disagreement between the internal and external evaluation reports.

Two people, one representative from each of the internal and external evaluation teams, are assigned the task of keeping minutes for the co-operative review meeting. These minutes are later submitted to the project co-ordinator for use in writing the final evaluation report.

5. FINAL EVALUATION REPORT

The compilation of the final report is the responsibility of the project co-ordinator. It is a delineation of the strengths and weaknesses of the system. Recommendations for changes are highlighted for consideration by the board.

The final evaluation report usually includes the following:

- a description of the areas of agreement and disagreement between the internal and external evaluation teams;
- recommendations from the project co-ordinator;
- suggestions for follow-up activities;
- conclusions;
- a summary of recommendations from all sources;
- the complete reports of the internal and external evaluation teams; and
- a report of the co-operative review meeting.

The final evaluation report is presented to the senior board official and the chief executive officer of the board in advance of its presentation to the board. Because of the responsibilities of the senior board official in the development activities, it is advisable for the project co-ordinator to spend considerable time discussing with the senior board official the significant issues contained in the report and the recommendations for follow-up activities.

The presentation of the final evaluation report to the board is made by the project co-ordinator in co-operation with the senior board official and with the support of the internal and external evaluation chairpersons. The actual presentation may take place over several sessions (formal presentation, committee study, full board review, etc.).

Six copies of the final report are to be forwarded through the project co-ordinator to the Ministry of Education.

DEVELOPMENT COMPONENT

The development component is the second of the two distinct components of the CEDSS model. If the project's continuity is to be ensured, the development phase should begin as soon as possible after the completion of the evaluation phase. The system-awareness strategies of the initiation stage will have stimulated a high level of interest in the contents of the evaluation report. As well, the extensive involvement of system personnel in the evaluation phase will have generated a high level of commitment to follow-up activities. This interest and commitment provide the impetus for an immediate start to the development phase.

There are three stages to the development component: analysis and response, implementation, and incorporation. The senior board official is responsible for providing leadership in each of these three stages, with assistance from the project co-ordinator and system personnel as needed.

6. ANALYSIS AND RESPONSE

The main goals of the analysis and response stage are the dissemination of information to school system personnel and members of the community, a critical review of report recommendations, and the development of procedures for the implementation of changes in the system.

As an outgrowth of the discussions following the presentation of the final evaluation report to the board, the senior board official, assisted by the project co-ordinator, develops alternative strategies for providing feedback to those who participated in the evaluation exercise and to other interested community groups. This feedback is planned on a scale similar to the earlier system-awareness activities with a view to maintaining a high level of interest in development activities and to gaining support for them.

The analysis and response stage links the evaluation phase and the development phase of the co-operative evaluation and development project. Therefore, it is an appropriate time for the board to publicize the evaluation findings and to declare its commitment to system renewal through the development activities.

Under the leadership of the senior board official, an analysis and response committee is now established to assume the major responsibilities of this stage. The strategies suggested for the selection of the internal evaluation committee may be considered again for the establishment of the new committee, which should broadly represent all members of the educational system.

The responsibilities of the analysis and response committee are as follows:

- to develop a classification system to deal with the issues raised by the evaluation report;
- to provide clarification and interpretation of the final evaluation report;
- to determine which changes have already taken place during the earlier evaluation stages;
- to determine which issues still need attention;
- to suggest alternative recommendations, if appropriate;
- to suggest time lines, priorities, cost implications, and the allocation of responsibility for follow-up action; and
- to provide regular progress reports.

The project co-ordinator and the internal evaluation chairperson are available, if required, to assist in the interpretation or clarification of particular aspects of the evaluation report.

After the report of the analysis and response committee has been received and its recommendations reviewed, the senior board official submits a plan of action for the implementation stage to the board for its approval.

A small, long-term, monitoring committee, representing the board, the administration, and the teaching staff and assisted by the project co-ordinator in a consultative role, is next established. The committee has the following duties:

- to receive and consider progress reports during the implementation stage;
- to report general progress to the board and other interested groups on a regular basis; and
- to monitor on a long-term basis the development activities.

7. IMPLEMENTATION

As its name implies, the goal of the implementation stage is to carry out the recommended system changes according to the adopted plan of action. The responsibility for managing the implementation of the plan of action is assigned to regular line personnel in the system (e.g., supervisory officials, principals, curriculum committees, etc.) by the senior board official. Changes are implemented on a trial basis, where feasible, and progress reports are provided regularly to the monitoring committee. On completion of the implementation stage (this occurs at different times for different programs) the line personnel prepare formal reports that describe the results of the implementation programs and provide recommendations regarding possibilities for incorporation. These reports are submitted to the monitoring committee and the senior board official for review and presentation to the board.

Successful implementation is a complex process. It involves the alteration of materials, teaching approaches, and beliefs. A recent research report identified twelve factors affecting implementation.[4] The report includes a systematic summary of what implementation is, the factors that affect it, and guidelines for planning it. This report might prove useful for planners of the implementation stage of the CEDSS model.

8. INCORPORATION

The incorporation stage provides the board with the opportunity to review system changes and to effect decisions about continuation, further modification, or cancellation of the project.

Many recommendations of the evaluation report are likely to be implemented and incorporated as permanent practice in one step. Major changes, however, may require extensive experimentation before becoming incorporated into the system.

The monitoring committee, in consultation with the senior board official, is responsible for reviewing implementation reports and preparing final recommendations to the board with regard to incorporation. The analysis and response committee also reviews the implemented programs to determine whether the recommendations of the evaluation report have been carried out.

Regardless of the final decision on the incorporation of any particular change, it may be well to review the benefits accruing to the system from the activities of the implementation stage and the whole development component. The broad base of involvement of system personnel in implementation activities has the potential for increasing their understanding of and level of commitment to the system as a whole. The development of new or improved teaching materials increases the bank of resources available to teachers and students. The in-service training and professional development activities lead to improved capability on the part of the participants.

While each of these is important, probably the greatest long-term benefit of the whole process lies in the increased capacity of the school system to deal with all of the potential challenges confronting it.

---

4. M. Fullan and P. Park, Curriculum Implementation: A Resource Booklet (Toronto: Ministry of Education, Ontario, 1981).

APPENDIX A: THE FORMAT OF THE REPORTS

A suggested format for each of the reports is outlined below. As indicated earlier, additional suggestions for writing a report are included in John Davis's User's Guide to the Program Review Surveys for Elementary and Secondary Schools.

THE INTERNAL EVALUATION REPORT

The following is a suggested general format for the internal report:

1. INTRODUCTION

- names of the committee and subcommittee members
- background information of a historical and socio-economic nature
- calendar of activities of the internal evaluation committee, including samples of flyers, news releases, articles, etc.
- strategies for data collection, including samples of questionnaires and instruments used, the number of interviews conducted, etc.

2. DESCRIPTION OF THE SCHOOL SYSTEM

- organizational charts of the board and its staff
- names, locations, and year of construction of schools (including a map)
- enrolments by grade or age
- professional and non-professional staff lists, assignments, and timetables where appropriate
- budget summary

3. EVALUATION FINDINGS

- an overview of the system as perceived by (a) parents, (b) students, (c) teachers; a summary of the findings of the system-review survey
- the evaluation of the roles of (a) trustees, (b) administrators, (c) principals, (d) teachers; a summary of the findings of the role-review survey
- the general program evaluation for each division and for each of the evaluated subject areas; a summary of the findings of the program-review survey
- the student-achievement assessment findings; a summary of the findings

4. SUMMARY AND RECOMMENDATIONS

The findings and the recommendations of the various subcommittees are summarized, and an attempt is made to place the recommendations in order of priority.

THE EXTERNAL EVALUATION REPORT

In goal-shared evaluation projects the external evaluation team has the responsibility for reviewing the report of the internal committee and for identifying and commenting on important areas of concern that may have been omitted from the report of the internal evaluation committee. The external team may find it helpful to complete its report as an exact parallel to the internal report, placing its comments right beside those of the internal team.

The following is a suggested general format for the external report:

1. INTRODUCTION
- names of the members of the external team
- calendar of activities of the external team
- information strategies for data collection, including the number of interviews, etc.

2. EVALUATION FINDINGS
This includes an overview of the system and should address areas on which the evaluation teams are in agreement or disagreement and areas that have been omitted.

3. SUMMARY AND RECOMMENDATIONS
The findings and recommendations are summarized. Some indication of priorities may be given.

In goal-free evaluation reports the external evaluation team provides an unbiased external assessment of the school system. It is suggested that the report follow the format above, but that in each of the areas evaluated the report identify areas of strength, areas of weakness, and recommendations for short- and long-range development activities.

THE FINAL EVALUATION REPORT

The project co-ordinator is responsible for the preparation of the final evaluation report, which is a compilation of the internal report, the external report, the minutes of the co-operative review meeting, and the comments of the project co-ordinator. The following general format is suggested for the final report:

- *Part A*: the observations, conclusions, and recommendations of the project co-ordinator; a summary of the recommendations from the internal and external reports;
- *Part B*: the internal report as submitted by the internal committee chairperson;
- *Part C*: the external report as submitted by the external team chairperson;
- *Part D*: the results of the co-operative review.

APPENDIX B: ROLE DESCRIPTIONS

SCHOOL BOARD PERSONNEL

ANALYSIS AND RESPONSE COMMITTEE

ROLE

This committee analyses and responds to the issues raised by the evaluation report and makes recommendations with regard to follow-up activities.

FUNCTION

The committee:

- develops a classification system to deal with the issues raised by the evaluation report;
- provides clarification and interpretation of the final evaluation report;
- determines which changes have already taken place;
- suggests alternative recommendations, if appropriate;
- suggests time lines, priorities, cost implications, and an allocation of responsibility for follow-up action; and
- provides regular progress reports.

SUGGESTED PROCEDURAL SCHEDULE

It is suggested that the committee:

1. analyse the findings and recommendations of the evaluation report;
2. determine a classification system to deal with the issues raised by the report;
3. classify the issues;
4. request clarification and interpretation, if required, from the project co-ordinator and the internal evaluation chairperson;
5. provide progress reports identifying the changes that have already taken place;
6. place the recommendations in a suggested order of priority;
7. suggest a time line, cost implications (including materials, in-service training, etc.), and an allocation of responsibility for each recommendation;

8. prepare a report for the senior board official and the board that includes the information outlined in item 7 above for each of the recommendations of the evaluation report and proposals for a plan of action for follow-up activities;
9. after changes in programs have been implemented on a trial basis, review the reports of the monitoring committee with a view to determining whether the pertinent recommendations of the evaluation report have been carried out.

BOARD ADVISORY COMMITTEE

This is an optional committee representing teaching personnel, support staff, administrators, trustees, students, parents, and community members.

ROLE

The board advisory committee serves as a consultative group to the senior board official regarding the various aspects of the CEDSS project, as requested, and serves as a liaison agent of the co-operative evaluation and development project with the groups represented on the committee.

FUNCTION

The committee may provide suggestions regarding the following:

- plans for effecting awareness;
- areas to be evaluated;
- individuals who may be appointed to the internal committee and its subcommittees;
- questionnaires and other data-collection strategies;
- individuals who may be appointed to development committees.

INITIATION TEAM

This is an optional committee that includes members of the advisory committee or members selected by them, or individuals selected by the senior board official and the internal evaluation chairperson.

ROLE

The initiation team assists the internal evaluation chairperson in effecting system and community awareness and in determining areas to be evaluated.

FUNCTION

The committee:

- prepares materials and strategies for effecting system and community awareness and determining areas to be evaluated;
- visits schools, addresses parent groups and community organizations, and so on;
- arranges for input regarding areas to be evaluated from school personnel, support staff, students, parents, and community members;
- arranges for communication, to personnel throughout the school system and to parents and community members, of the final list of areas to be evaluated.

INTERNAL EVALUATION COMMITTEE AND SUBCOMMITTEES

FUNCTION

The committee and its subcommittees:

- plan the internal evaluation stage;
- provide leadership in the implementation of the internal evaluation;
- keep all levels of staff informed, on a regular basis, regarding the plans and progress of the internal evaluation committee;
- prepare the internal evaluation report for the project co-ordinator;
- participate in the co-operative review (internal evaluation committee members only).

ROLE OF THE INTERNAL EVALUATION CHAIRPERSON

The chairperson makes plans for and provides leadership in effecting system and community awareness of the co-operative evaluation project; makes plans for and provides leadership in determining areas to be evaluated; and assumes responsibility for the internal evaluation of the school system.

SUGGESTED PROCEDURAL SCHEDULE – INTERNAL EVALUATION CHAIRPERSON

It is suggested that the chairperson:

1. submit written acceptance of his/her appointment to the senior board official;
2. with the assistance of the senior board official and the project co-ordinator, plan and implement strategies for effecting system and community awareness and for determining areas to be evaluated;
3. in consultation with the senior board official and the project co-ordinator:
   a) determine the design of the internal evaluation (areas of emphasis);
   b) select internal evaluation committee and subcommittee members (the number will vary with the size of the jurisdiction);
   c) plan and implement an orientation program for the internal evaluation committee and subcommittee members;
4. provide leadership in the planning of internal evaluation activities and direct the work of the internal evaluation committee and subcommittees;
5. in consultation with the project co-ordinator, involve the internal evaluation committee in finalizing the design of the internal evaluation, organizing the subcommittees, establishing time lines, selecting evaluation instruments, projecting cost allocations, and so on;
6. finalize internal evaluation plans with the senior board official;
7. arrange for regular communication with all segments of the community;
8. co-ordinate the activities of the internal evaluation;
9. prepare the internal evaluation report and forward it to the project co-ordinator;
10. serve as chief spokesperson for the internal evaluation committee during the co-operative review;
11. assist the project co-ordinator in the presentation of the final report to the board, as required;
12. participate, as requested, in workshops designed to provide the ministry with feedback on the effectiveness of the evaluation models being employed;
13. participate in a consultative capacity in the activities of the analysis and response stage of the development component of the CEDSS model.

SUGGESTED PROCEDURAL SCHEDULE – INTERNAL EVALUATION COMMITTEE MEMBER

It is suggested that a committee member:

1. submit written acceptance of his/her appointment to the committee chairperson;
2. participate in an orientation program;
3. assist in planning and implementing the internal evaluation (e.g., planning activities and strategies, selecting or developing evaluation instruments);

4. participate in the planning and implementation of an ongoing communication program for trustees, administrators, staff, and the community;
5. participate in the collection, analysis, and interpretation of data as required,
6. participate in the preparation of the first draft of the internal evaluation report;
7. review and comment on the draft of the report;
8. participate in meetings to discuss and finalize the internal report;
9. participate in the co-operative review. One internal evaluation committee member is assigned the task of keeping minutes of the co-operative review meeting and submitting a copy of the minutes to the project co-ordinator.

SUGGESTED PROCEDURAL SCHEDULE – INTERNAL EVALUATION SUBCOMMITTEE MEMBER

It is suggested that a subcommittee member:

1. submit written acceptance of his/her appointment to the committee chairperson;
2. participate in an orientation program;
3. in consultation with the internal evaluation committee, plan evaluation activities in the assigned area of evaluation (e.g., selecting or developing instruments, determining population to be sampled);
4. in consultation with the internal evaluation committee, implement evaluation activities;
5. analyse and interpret evaluation data;
6. prepare the subcommittee report for the internal evaluation committee chairperson.

MONITORING COMMITTEE

ROLE

This committee monitors the activities of the implementation stage and provides recommendations to the board regarding the incorporation or the cancellation of new or adapted programs.

FUNCTION

The committee:
- receives and considers progress reports during the implementation stage;
- reports general progress to the board and other interested groups on a regular basis;
- monitors on a long-term basis the development activities;
- makes recommendations regarding the incorporation, cancellation, or further modification of new or adapted programs.

SUGGESTED PROCEDURAL SCHEDULE

It is suggested that the monitoring committee:

1. choose a chairperson for the committee;
2. become familiar with all aspects of the board's plan of action for the implementation stage;
3. review the factors that research for the project has identified as affecting implementation;
4. establish criteria for the evaluation of implementation activities;
5. review progress reports as they are received from line personnel;
6. identify, from progress reports, activities that do not meet the evaluation criteria;
7. develop and implement a regular pattern for the reporting of general progress to the board and other interested groups;
8. review the formal reports on implemented programs in terms of the established evaluation criteria and make recommendations to the board and the senior board official regarding the incorporation, modification, or cancellation of the new programs.

RESEARCH DIRECTOR

ROLE

The research director provides research expertise that will ensure that the information provided by the co-operative evaluation is both valid and reliable.

Note: Some large urban boards may have a research director and research staff. A possible contribution that such a research department can make to the CEDSS project is outlined below.

FUNCTION

The research director:

- works in liaison with the senior board official;
- provides direction and supervision to any research staff that may be assigned to the CEDSS project;
- participates in:
  a) the determination of areas to be evaluated;
  b) the development and/or modification of assessment instruments;
  c) the analysis and interpretation of data;
  d) the writing of the internal report;
  e) the establishment of the design of the internal and external evaluations;
  f) the provision of input throughout the internal and external evaluations, as requested;
  g) the co-operative review;
  h) the follow-up on development activities.

SUGGESTED PROCEDURAL SCHEDULE

It is suggested that the research director:

1. assist the internal evaluation chairperson in carrying out a procedure for determining areas to be evaluated;
2. assist the internal evaluation chairperson in the detailed design of the internal evaluation;
3. determine appropriate types of instrumentation to be used in the internal evaluation and direct any necessary modification of the instruments provided through the ministry or the development of new instruments;
4. provide consultative services to the internal evaluation chairperson and internal evaluation committees regarding data analysis and interpretation, the writing of the internal report, and other services, as required;
5. assist in the design of the external evaluation;
6. be available for consultation with the external evaluation team, as required;
7. participate in and provide consultative services during the co-operative review;
8. assist the project co-ordinator and senior board official in the presentation of the final report, as required;
9. serve on the analysis and response committee, which undertakes an in-depth discussion of the final report;
10. provide consultative services, as required, during the implementation activities;
11. participate, as requested, in workshops designed to provide the ministry with feedback on the effectiveness of the evaluation models being employed.

SENIOR BOARD OFFICIAL

ROLE

The senior board official provides local leadership throughout the CEDSS project and co-ordinates each of the three stages of the development component of the CEDSS model.

FUNCTION

The senior board official:

- meets with local officials and staff of the board, as well as with ministry officials;
- makes progress reports to the board;
- participates in:
  a) the selection of the project co-ordinator and, where warranted, an assistant project co-ordinator;
  b) the development of materials and strategies for effecting system and community awareness;
  c) the determination of areas to be evaluated;
  d) the selection of the internal evaluation committee chairperson and the committee members;
  e) the orientation of internal evaluation committee and subcommittee members;
  f) the establishment of the design of the internal and external evaluations;
  g) the selection of the external evaluation chairperson and team members;
  h) the internal and external evaluation phases, as requested.
- reviews the final evaluation report with the project co-ordinator;
- participates in the presentation to the board of the final evaluation report;
- plans and provides leadership for each of the three stages of the development component;
- plans the distribution of the final report.

SUGGESTED PROCEDURAL SCHEDULE

It is suggested that the senior board official:

1. arrange and chair a meeting of local officials and staff of the board and ministry officials to discuss the parameters of the CEDSS project;
2. a) participate in the preparation and exchange of letters of agreement between the board and the ministry after the board has passed a resolution indicating its commitment to a co-operative evaluation and development project;
   b) participate in discussion with the ministry regarding the selection of the project co-ordinator and, where required, an assistant project co-ordinator;
3. assist the internal evaluation chairperson and initiation team in effecting system and community awareness and in determining areas to be evaluated;
4. plan and carry out a procedure for the selection of the internal evaluation chairperson;
5. assist the internal evaluation chairperson in the selection of the internal evaluation committee and subcommittee members;
6. assist the internal evaluation chairperson and project co-ordinator in the orientation and in-service training of internal committee and subcommittee members;
7. assist the internal evaluation chairperson and the project co-ordinator in the establishment of the overall design of the evaluation;
8. provide regular progress reports to the chief education officer and the board;

9. provide a section in the internal report in which the achievements of the last five years are discussed from his/her perspective;
10. assist the project co-ordinator in the selection of the external evaluation chairperson and team members;
11. assist in the design of the external evaluation;
12. provide input during the external evaluation, as requested;
13. participate in the co-operative review;
14. discuss the final evaluation report with the project co-ordinator;
15. discuss the final evaluation report with the chief education officer and distribute copies of the report to the members of the board;
16. assist the project co-ordinator in the presentation of the final evaluation report to the board;
17. complete the "Grant for a Co-operative Evaluation and Development of School Systems Project" forms and submit them to the regional director of education when appropriate.
18. with assistance from the project co-ordinator and the internal committee chairperson, plan the release and distribution of the final report and plan and carry out strategies to provide feedback to all participants in the evaluations and to other interested community groups;
19. establish an analysis and response committee;
20. review the report and recommended plan of action of the analysis and response committee;
21. adopt a plan of action for the implementation stage in consultation with other senior officials of the board;
22. establish a small, long-term, monitoring committee;
23. assign the management of the implementation of the plan of action to regular line personnel in the system;
24. provide regular progress reports to the board;
25. initiate activities designed to facilitate implementation of the plan of action;
26. review, in co-operation with the monitoring committee, the reports of the implementation programs and present the results to the board;
27. consult with the monitoring committee on recommendations to the board with regard to the incorporation of new or adapted programs;
28. determine, with the help of the analysis and response committee, whether the implemented programs have fulfilled the recommendations of the evaluation report;
29. maintain regular liaison with ministry officials regarding progress being made in the development activities;
30. participate, as requested, in workshops designed to provide the ministry with feedback on the effectiveness of the CEDSS model and related strategies.

MINISTRY AND OTHER PERSONNEL

PROJECT CO-ORDINATOR

ROLE

The project co-ordinator assumes responsibility for the CEDSS project on behalf of the ministry.

FUNCTION

The project co-ordinator:

- meets with the board, its officials, and the regional director;
- assists in the establishment of the design of the internal evaluation;
- builds the external evaluation team;
- receives the internal and external reports;
- plans and leads the co-operative review;
- prepares the final evaluation report;
- presents the final evaluation report to the senior board official and the board;
- assists in a consultative capacity during the three stages of the development component.

SUGGESTED PROCEDURAL SCHEDULE

It is suggested that the project co-ordinator:

1. meet with the board and its officials to clarify the parameters of the CEDSS project, the nature of both board and ministerial involvement, and the type of report and follow-up service to be expected;
2. arrange for the exchange of letters of agreement between the ministry and the board after the board has passed a resolution indicating its commitment to a co-operative evaluation and development project;
3. maintain liaison with the regional director regarding the project;
4. assist local personnel in effecting system and community awareness;
5. assist the internal evaluation chairperson in the design of the internal evaluation and in the carrying out of evaluation plans;
6. provide in-service training for the internal evaluation committee and subcommittee members;
7. provide the internal evaluation committee with evaluation instruments available from the ministry (e.g., role-review surveys, program-review surveys, system-review surveys, questionnaires from provincial reviews, instruments of the Ontario Assessment Instrument Pool);
8. assist the internal evaluation committee in the development of locally produced questionnaires and other evaluation instruments;
9. assist the senior board official in the preparation of the application for the "Grant for a Co-operative Evaluation and Development of School Systems Project";

10. establish, in consultation with the internal evaluation chairperson and the senior board official, the design of the external evaluation;
11. select the members of the external evaluation team in consultation with local personnel. The number of team members and the duration of their visit varies with the size of the jurisdiction involved. The project co-ordinator should ensure that appropriate letters of agreement and a financial understanding with respect to members of the external team are formalized. (See Appendix C for procedures for establishing the external team.);
12. make progress reports as required;
13. receive the report of the internal evaluation committee and forward copies to the external evaluation team;
14. arrange a meeting involving the internal evaluation committee and the external team chairperson to clarify the areas to be evaluated;
15. plan and lead an orientation workshop for members of the external evaluation team. This workshop might include the following:
    - clarification of the objectives and process of CEDSS;
    - general information on the jurisdiction;
    - study and discussion of the internal report;
    - strategy for the visit (emphasis, timetables, etc.);
    - distribution of maps of the jurisdiction;
    - distribution of a list of available accommodation;
16. be available for consultation with the external evaluation team as required;
17. receive the report of the external evaluation team and forward copies to the internal evaluation chairperson;
18. arrange and lead the co-operative review meetings. If necessary, further visitation, reports, and meetings may be scheduled to resolve areas of disagreement;
19. arrange for the provision of meeting rooms, secretarial services, and expense claims for the external team;
20. prepare the final evaluation report, including a summary of the major issues, and forward official copies to both the board and the ministry;
21. present the final evaluation report to the board in co-operation with the senior board official;
22. be available for consultation with the board during the activities of the development component;
23. assist the senior board official to develop strategies for distributing the report to the public and to provide feedback to the participants in the evaluation exercise;
24. be available for consultation with the monitoring committee during the implementation stage of the development component;
25. participate, as requested, in workshops designed to provide the ministry with feedback on the effectiveness of the evaluation model and the strategies employed.

ASSISTANT PROJECT CO-ORDINATOR

ROLE

The assistant project co-ordinator assists the project co-ordinator in leading and assuming responsibility for the CEDSS project on behalf of the ministry.

FUNCTION

The assistant project co-ordinator will be aware of all of the activities of the CEDSS project and will assist the project co-ordinator and internal evaluation chairperson as required.

SUGGESTED PROCEDURAL SCHEDULE

It is suggested that the assistant project co-ordinator:

1. become familiar with all of the activities and responsibilities of the project co-ordinator, as described in this manual;
2. assist the project co-ordinator in the performance of all aspects of his/her responsibilities in the CEDSS project;
3. carry out such specific tasks and responsibilities as may be assigned from time to time by the project co-ordinator.

EXTERNAL EVALUATION TEAM

FUNCTION

The external evaluation team:

- reviews the report of the internal evaluation committee (in goal-shared projects only);
- visits schools;
- confers with local personnel;
- prepares the external evaluation report based on its observations and conclusions and submits the report to the project co-ordinator;
- participates in the co-operative review meeting.

ROLE OF THE EXTERNAL EVALUATION CHAIRPERSON

The external evaluation chairperson leads and assumes responsibility for an external evaluation of a school system.

SUGGESTED PROCEDURAL SCHEDULE – EXTERNAL EVALUATION CHAIRPERSON

It is suggested that the external evaluation chairperson:

1. submit written acceptance of his/her appointment to the project co-ordinator;
2. assist the project co-ordinator in determining the design of the external evaluation and in building the external evaluation team;
3. assist the project co-ordinator in planning and implementing the orientation program for the members of the external evaluation team;
4. serve as leader of the external team during its visit to the school system, and chair meetings to receive reports, discuss progress, make any necessary adjustments in plans, and evaluate and report on aspects of the system being reviewed;
5. prepare a draft of the external evaluation report and distribute copies to all team members;

6. chair a meeting of the external evaluation team to discuss, draft, and finalize the report;
7. submit the report of the external evaluation team to the project co-ordinator;
8. in consultation with the project co-ordinator, plan the role of the external team for the co-operative review;
9. serve as chief spokesperson for the external team during the co-operative review meeting;
10. at the request of the co-ordinator, arrange for supplementary visits that may be required to clarify areas of disagreement;
11. assist the project co-ordinator in the presentation of the final evaluation report to the board as required;
12. participate, as requested, in workshops designed to provide the ministry with feedback on the effectiveness of the evaluation models employed.

SUGGESTED PROCEDURAL SCHEDULE – EXTERNAL EVALUATION TEAM MEMBER

It is suggested that the committee member:

1. submit written acceptance of his/her appointment to the project co-ordinator;
2. participate in an orientation program;
3. study carefully the report of the internal evaluation committee before the formal visitation (in goal-shared projects);
4. participate in formal visits and related activities. These will include an organizational meeting, visits to schools, classrooms, board offices, and so on; and reporting to the external team chairperson regarding observations and conclusions as required;
5. participate in the preparation of the first draft of the external evaluation report;
6. review and comment on the draft of the report;
7. participate in meeting(s) to discuss and finalize the external report;
8. on the request of the project co-ordinator or team chairperson, participate in the co-operative review meeting. One external evaluation team member is assigned the task of keeping minutes of the co-operative review meeting and of submitting a copy of the minutes to the project co-ordinator;
9. at the request of the project co-ordinator or external team chairperson, make additional visits that may be required to clarify areas of disagreement.

APPENDIX C: PROCEDURES FOR BUILDING THE EXTERNAL EVALUATION TEAM

The project co-ordinator is responsible for the selection of the chairperson and members of the external evaluation team after consultation with the chairperson of the internal committee and the senior board official.

The following are the procedures for building the external team:

1. Determine the number of evaluator days to be allocated, according to the following formula:

   Number of evaluator days = 1 evaluator day per 200 students enrolled within the board (with a minimum of 50 and a maximum of 200 evaluator days)

2. Determine the size of the external evaluation team (a minimum of ten and a maximum of twenty evaluators) and the duration of the visit (a minimum of five and a maximum of ten days). *Note:* The size of the team multiplied by the duration of the visit equals the number of evaluator days.

3. In consultation with the chairperson of the internal evaluation committee and the senior board official:

   a) determine the range of qualifications and experience required;

   b) build a list of acceptable evaluators. Evaluators may be chosen from ministry personnel, board personnel, OISE personnel, personnel in the faculties of education, practising teachers, and members of the public.

4. Arrange through directors, regional directors, and other officials for the appointment of appropriate evaluators (as identified in item 3 above) to the external team.

APPENDIX D: PROPOSED TIME LINE FOR THE EVALUATION COMPONENT

When a specific time line is planned, consideration should be given to holiday periods, availability of key personnel, semester breaks, traditional examination periods, and so on.

Mar. – Apr. Board makes a commitment to the CEDSS project.

May – June Leadership positions are assigned, and materials and strategies for effecting system and community awareness and for determining areas to be evaluated are prepared.

Sept. – Nov. System and community awareness is developed, and the areas to be evaluated are determined.

Nov. Internal evaluation committee and subcommittee members are selected. An orientation program for these members is implemented.

Nov. – Dec. The evaluation instruments to be used are determined. Attitude surveys and role-review surveys are administered.

Jan. – Feb. Data relating to all areas to be evaluated are collected and analysed. Subcommittee reports are prepared.

Late Feb. – early Mar. The internal evaluation report is prepared and submitted to the project co-ordinator.

Apr. The external evaluation is conducted. The co-operative review meeting is held.

May The final evaluation report is prepared and presented to the board.

June The analysis of the final report begins. Feedback is sent out to all participants in the evaluation, and follow-up activities are discussed.

Sept. The analysis of the final report continues. The activities of the development component begin.

SELECTED BIBLIOGRAPHY

Davis, John E. *Role Review Surveys: Principals and Superintendents*. Toronto: Ministry of Education, Ontario, 1981.

_____. *Role Review Surveys: Teachers*. Toronto: Ministry of Education, Ontario, 1982.

_____. *User's Guide to the Program Review Surveys for Elementary and Secondary Schools*. Toronto: Ministry of Education, Ontario, 1980.

Fisher, H. K. "The Application of a System Evaluation Model on the Department of National Defence Schools, Overseas: A Case Study." Ph.D. dissertation, University of Toronto, 1975.

Fullan, Michael, and Park, Paul. *Curriculum Implementation: A Resource Booklet*. Toronto: Ministry of Education, Ontario, 1981.

Graham, J. R. "Administering Follow-up Activities to School System Evaluation: A Case Study". Ed.D. dissertation, University of Toronto, 1979.

Ontario, Ministry of Education. *Issues and Directions: The Response to the Final Report of the Commission on Declining School Enrolments in Ontario*. Toronto: Ministry of Education, Ontario, 1980.

Ryan, Doris. *Improving Ontario Education: An Analysis of the Co-operative Evaluation of School Systems (1972–1976)*. Toronto: Ministry of Education, Ontario, 1976.

_____. *School Systems Co-operative Evaluation Analysis: 1976–78*. Review and Evaluation Bulletins, vol. 1, no. 4. Toronto: Ministry of Education, Ontario, 1979.

POOR

QUALITY

ORIGINAL